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AUTHOR	Stewart, Bill F.
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ABSTRACT

The purpose of this study was to provide knowledge not previously available to professional educators concerning the paraprofessionals in Oregon secondary schools. The study was concerned with an analysis of differentials in paraprofessional role expectations as they occur among and between administrators, teachers, and paraprofessionals. An 80-item (task) questionnaire was administered in 58 secondary schools. Statistical analyses were performed on the responses to determine which of the 80 tasks should be performed by paraprofessionals, and which of the tasks were, in fact, being performed. Study results indicate, in part, that there is a wide variation in duties assigned to secondary paraprofessionals and that almost without exception paraprofessionals were performing assigned tasks. The document includes detailed position descriptions for each of seven major categories of secondary school paraprofessionals -- library, clerical, resource center, audiovisual, student supervision, and instructional aides; and graphic artists. A brief bibliography is included. (Author/WM)

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THE ROLE OF SECONDARY SCHOOL PARA-PROFESSIONALS

by

Bill F. Stewart

Vol. 14, No. 10 June, 1971

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by

Bill F. Stewart
Director of Evening Programs
Mt. Hood Community College
Gresham, Oregon

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STRETCHING YOUR PROFESSIONAL DOLLAR:

"Paraprofessional" has almost become a byword these days in most secondary schools. Dr. Stewart's interesting and informative survey of a sampling of Oregon secondary schools should be helpful to school boards and administrators as they examine the supplementary human resources which teachers and administrators need as they carry out their educational responsibilities. Of particular interest in this study is a description of paraprofessional positions, including the kinds of activities which these persons typically perform in schools that utilize them.

--The Editors

VITA

Name: Bill F. Stewart

Present Position: Director of Evening Programs
Mt. Hood Community College
Gresham, Oregon

Educational Background:

B. S.	Southern Oregon College	1960
M.Ed.	University of Oregon	1964
Ed.D.	University of Oregon	1970

Professional Experience:

1960-65 Teacher (5 years), Coach (5 years), Director of Guidance (3 years), Vice-Principal (4 years), Illinois Valley High School, Cave Junction, Oregon.
1965-67 Vice-Principal, Athletic Director, Wy'east High School
1967-69 Unit Principal, Hood River High School
1969-70 Graduate Student, University of Oregon

INTRODUCTION

During the last decade, we have observed the general acceptance of a new position in the Oregon secondary school organization, that of the para-professional (also variously known as auxiliary personnel, nonprofessionals, noncertified personnel, and supportive staff).

The need for teacher assistance has been expressed from many areas of the education spectrum. Baynham and Trump in Guide to Better Schools state:

> Lack of time for professionals' work damages professional pride. About a third of a teacher's day goes to clerical and sub-professional tasks. Another third to work which would just as well be done by various kinds of automated devices. A situation that provides only a third of the day for performance of work that he is trained to do and finds satisfaction in doing, contributes little to the morale of a talented, conscientious teacher.[1]

Teachers forsake more professional endeavors whenever they take time for tasks that do not require their professional competence and responsibility. They collect money for a variety of purposes, monitor lunchrooms and lavatories, chaperone dances, stand vigil in the halls, and supervise study halls. Such mundane duties are integrally part of the overall educational experience, but they can be performed with as much efficiency by a nonprofessional. In addition, there are tasks involving elements of professional skills that auxiliary personnel could perform under the supervision of teachers.

The role of the para-professional has evolved into an essential part of the total educational process. It is significant that teachers and principals who have worked with aides tend to be supportive of the program and those who have not make up the bulk of the opposed and indifferent Principals and supervising teachers interviewed noted that objections to para-professionals faded within their staffs as the aides became an intrinsic part of the school operation.[2]

What research is being done in this newly developed specialty indicates disagreement revolving around the extent to which the para-professional should take over professional roles. Paul Diederich has a lengthy but highly pertinent comment in this regard:

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[1] Dorsey Baynham and J. Floyd Trump, Guide to Better Schools (Chicago: Rand McNally Company, 1961), p. 8.

[2] Staffing Oregon's Schools: The Use of Auxiliary Personnel, Oregon Education Association, 1966-67, p. 10.

> For one thing, I utterly reject the notion that the employment of qualified tested assistants to take over specific, limited parts of the teaching function is in any way unprofessional. It is what every other profession does as soon as the load becomes too heavy to carry alone. Within the past month, I have had surgery and I have reasons to remember that the surgeon was assisted by nurses, anaesthetists, members of the medical team. Suppose some crusader in the American Medical Association got the idea that employment of all these assistants was, in some way, lowering standards, and that every one of them ought to have a full M.D. degree. If he had his way, what would be the result? The cost of medical care would soon be beyond what any of us could afford. There would be an acute shortage of doctors. Every doctor would be fearfully overworked at less congenial tasks than he is now performing. Since the M.D.'s would demand higher wages, the average earnings of the old, genuine M.D.'s would probably decrease. And what would be the public reaction? Do you think patients would regard doctors as more professional if they compounded their own prescriptions and administered their own doses? My guess is that they think more highly of their doctors for handing over to assistants those parts of medical care that the assistants are fully qualified to handle.[3]

The growth of any new specialty within an organization is likely to cause operational problems unless new job descriptions and operational procedures are understood and accepted by all members of the organization. The recent development and tremendous growth in the use of para-professionals has led to ambiguity and some disagreement regarding their role. An examination of the para-professional role as perceived by para-professionals, administrators, and teachers should provide guidelines for correction of misunderstandings.

THE STUDY

The purpose of this study is to provide knowledge not previously available to professional educators concerning the para-professionals in Oregon secondary schools. This study is concerned with an analysis of differentials in para-professional role expectations as they occur among and between administrators, teachers, and para-professionals.

The Method

Interviews were held with each selected para-professional and with one administrator in each school, either its principal or a colleague designated by him. Mail questionnaires were completed by classroom teachers equal in

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[3] Paul B. Diederich, "Research Report: College-Educated Housewives as Lay Readers," The Bulletin of the N.A.S.S.P., Vol. 47, No. 282, April, 1963, p. 203.

number to the para-professionals. An attempt was made to select a classroom teacher from each department in each school to which a para-professional was assigned. The final sample included representatives from every discipline taught in secondary schools.

The questionnaire was designed to identify and to define the role of the para-professional, in broad terms, as it exists in Oregon secondary schools. It was administered to all para-professionals, designated classroom teachers, and administrators in the selected schools.

The questionnaire contained 80 items which were so designed that the more favorable the individual's attitude toward the item the higher his expected score. Respondents indicated their reaction to the items by the use of a five-category rating system: strongly approve, 5; approve, 4; undecided, 3; disapprove, 2; and strongly disapprove, 1. The same values were used in scoring. Each of the three groups (administrators, teachers and para-professionals) was scored separately for purposes of statistical analysis; then the total sample was scored to indicate agreement or disagreement on specific para-professional tasks. The questionnaire also asked the para-professionals to indicate all the tasks they now perform.

The Sample

Fifty-eight secondary schools with a minimum enrollment of 200 students, grades 9-12, were selected to be included in the sample. For the purposes of this study, the following kinds of assignments were excluded because they require little further description: paper readers, lay readers, and attendance aides. Library aides were not included (except as noted on page 19) because a higher Oregon study about them is being conducted by the American Library Association.

Approximately half of the Oregon aides employed in the following para-professional positions were included in this study: supervised study aides, student union supervisors, special investigators, cafeteria aides, community agents, and hall monitors. The following tables indicate variances in salary, experience, and educational background among the para-professionals interviewed.

TABLE I

AVERAGE OF PARA-PROFESSIONAL SALARIES
BY CATEGORY

Category	Number	Average Hourly Wage	Range
Student Supervision	21	$2.94	$1.75 to $5.18
Instructional	42	2.59	1.50 to 5.00
Audio-Visual	18	2.43	1.65 to 4.25
Resource Center	56	2.31	1.65 to 3.32
Clerical	59	2.05	1.50 to 3.05
Guidance	9	2.01	1.50 to 2.64
Composite (total sample)	205	2.34	1.50 to 5.18

Average Salaries for Women Para-professionals
by Category

Category	Number	Average Hourly Wage	Range
Instructional	30	$2.39	$1.50 to $4.63
Student Supervision	13	2.36	1.75 to 3.75
Resource Center	56	2.31	1.65 to 3.32
Audio-Visual	16	2.09	1.65 to 4.25
Clerical	59	2.05	1.50 to 3.05
Guidance	9	2.01	1.50 to 2.64
Composite (total sample)	183	2.23	1.50 to 4.63

Average Salaries for Men Para-professionals
by Category

Category	Number	Average Hourly Wage	Range
Student Supervision	8	$3.88	$2.50 to $5.18
Audio-Visual	2	3.20	2.65 to 3.76
Instructional	12	3.06	1.80 to 5.00
Composite (total sample)	22	3.37	2.80 to 5.18

TABLE II

EXPERIENCE LEVEL AS A PARA-PROFESSIONAL
BY CATEGORY

	Guidance		Student Supervision		Audio-Visual	
Number of Years	Number	Per cent	Number	Per cent	Number	Per cent
1 or less	6	67	14	68	4	22
1 to 2	1	11	2	9	3	17
2 to 3	0	0	2	9	6	33
3 to 4	1	11	2	9	3	17
4 to 5	0	0	1	5	0	0
5 and over	1	11	0	0	2	11
	N = 9		N = 21		N = 18	

	Resource Center		Instructional		Clerical	
Number of Years	Number	Per cent	Number	Per cent	Number	Per cent
1 or less	25	44	21	50	23	38
1 to 2	14	25	10	24	8	14
2 to 3	4	7	5	12	4	7
3 to 4	5	9	3	7	4	7
4 to 5	6	11	1	2	9	16
5 and over	2	4	2	5	11	18
	N = 56		N = 42		N = 59	

TABLE III

EDUCATION LEVEL OF PARA-PROFESSIONALS
BY CATEGORY

Highest Grade Completed	Guidance		Student Supervision		Audio-Visual	
	Number	Per cent	Number	Per cent	Number	Per cent
Under 12	0	0	1	5	0	0
12 (diploma)	7	78	10	47	9	50
13	0	0	1	5	2	11
14	1	11	5	23	4	22
15	1	11	2	10	2	11
BA	0	0	2	10	1	6
BA + 45 hours	0	0	0	0	0	0
MA	0	0	0	0	0	0
	N = 9		N = 21		N = 18	

Highest Grade Completed	Resource Center		Instructional		Clerical	
	Number	Per cent	Number	Per cent	Number	Per cent
Under 12	1	2	1	2	1	2
12 (diploma)	20	36	21	50	35	60
13	12	22	4	10	7	12
14	7	12	5	12	5	8
15	8	14	2	5	4	6
BA	7	12	7	16	7	12
BA + 45 hours	0	0	2	5	0	0
MA	1	2	0	0	0	0
	N = 56		N = 42		N = 59	

TABLE IV

TYPE OF EDUCATIONAL TRAINING RECEIVED
BY PARA-PROFESSIONALS

	Name of Course	Number Completing
1.	College BA degree (various majors)	23
2.	Business college	16
3.	Art school	3
4.	Police academy	3
5.	College BA degree + 45 hours	2
6.	Dental assistant	2
7.	Beauty college	2
8.	Industrial trade school	1
9.	Nursing	1
10.	College MA degree	1
11.	Two-year teaching certificate	1
12.	Teacher-aide course at a community college	1
13.	X-ray technician	1
14.	Laboratory technician	1
15.	Real estate course	1

ANALYSIS OF DATA

Analysis of Variance

A one-way analysis of variance was applied to the data to determine the significance of the differences among the means of the scores. After F ratios significant at the .05 level were found, they were treated further to determine the specific groups of administrators, teachers, and para-professionals whose means were significantly different. The Scheffé test was used to determine the significance of differences among the three groups.

Of the 80 questionnaire items, 29, or 26 per cent, had F ratios significant at the .05 level of confidence. For these 29 items, then, the null hypothesis that stated no true differences exist among the means of administrators, teachers, and para-professionals was rejected.

Of the 29 items with significant F ratios, 19 had the same two significant pairs of means. These two pairs of means were the administrator-para-professional pair and the teacher-para-professional pair. In all these cases, the administrator-teacher pair of means was not significant. Six of these 19 items were clerical--i.e., prepare and maintain inventories of class equipment, type stencils, operate reproduction machines, type student schedules, perform secretarial duties for a teaching team, and type professional correspondence for teachers. Three were supervisory and school activities tasks--sell or collect tickets at school activities, supervise students in laboratory work, and supervise intramural sports. Four were testing, grade-reporting and record-keeping tasks--interview students to obtain information for school records, correct teacher-made objective tests, correct teacher-made essay tests, and compose test items for objective tests. Four were instructional tasks--administer remedial drill work, talk to a class on a subject about which the para-professional has considerable knowledge, teach a class under teacher's direct supervision and administer programmed instruction for a student. The final two items were instructional-support tasks--set up equipment for laboratory work and make audio-visual aids for instructional purposes.

In addition to these 19 tasks, the administrator-para-professional pair of means was the only significant pair for six other items. Three of these were instructional tasks--substitute for an absent teacher, prescribe programmed instruction for a student, and replace a self-contained classroom teacher and perform his duties. Two were instructional-support tasks--announce or pass out routine bulletins and prepare an instructional area for audio-visual presentations. The final item was a testing item--correct papers for review by the classroom teacher.

Significant pairs of means for administrator-teacher and administrator-para-professional occurred in only three items. All were testing, grade-reporting, and record-keeping tasks--transfer information to report cards and transcripts, record daily work and test scores in grade book, and administer standardized tests.

The last significant item of the 29 items was a single pair of means between administrators and teachers--average daily work and test scores to determine grades.

There was no item for which all three pairs of means were significant at the .05 level of confidence. The administrator-para-professional pair of means was significant for 28 of the 29 tasks. The teacher-para-professional pair of means was significant for 19 of the 29 tasks. The administrator-teacher pair of means was significant for only four tasks out of the 29, or four out of the total of 80 tasks, indicating that a high degree of consensus existed between these two groups regarding the role of the para-professional. There was far less consensus between para-professionals and teachers. However, para-professionals and administrators had the least consensus regarding the role of the para-professional.

Agreement, Uncertainty, Disagreement, as Indicated by Percentages

The 80 questionnaire items are listed in tables in terms of their degree of agreement, uncertainty, or disagreement. To determine agreement, the percentages of the total sample indicating strongly agree and agree were added together; if these combined percentages represented more than 50 per cent of the total sample for that item, the item was listed as one the para-professional should be assigned to perform. If a total of 50 per cent or more indicated disagree or strongly disagree, that item was listed as one the para-professional should not be assigned. If neither agreement nor disagreement had 50 per cent of the total sample, the item was listed as being uncertain as to whether or not the para-professional should perform it.

All 13 clerical tasks listed had agreement scores in excess of 50 per cent; thus it was assumed that secondary school para-professionals could be assigned these duties.

Only two supervision and school activities tasks had agreement scores. Para-professionals should supervise students in the library, resource centers, and during independent study; they should also supervise a classroom when the teacher is absent for a short period.

The testing, grade-reporting, and record-keeping category listed seven items that had agreement scores. Para-professionals should keep student records, transfer information to report cards and transcripts, record daily work and test scores in grade books, correct papers for review of classroom teachers, and correct teacher-made objective tests.

There were six instructional tasks with agreement scores. Para-professionals should instruct students on an individual basis, consult with teachers and other professionals concerning student learning problems, administer remedial drill work, serve occasionally as an instructor for small group instruction, talk to a class on a subject about which the para-professional has considerable knowledge, and administer programmed instruction under a teacher's direction.

Seven instructional support tasks had agreement scores. The para-professional should announce or pass out routine bulletins, prepare an instructional area for audio-visual presentation, develop bulletin boards and exhibits, make audio-visual aids for instructional purposes, telephone home to obtain information, set up equipment for laboratory work, and perform minor custodial duties in the classroom.

The final category, curriculum and policy-making tasks, had only two tasks with agreement scores. The para-professional should attend faculty meetings for informational purposes and should visit other classes and/or schools to observe.

Percentage of Para-professionals Now Performing the Questionnaire Task Items

The last method of examining the data in this study was to determine the percentage of para-professionals who actually perform the tasks listed on the questionnaire.

Only seven of the 80 tasks were performed by 50 per cent or more of the para-professionals. These were: operate reproduction machines, type stencils, check out books and instructional materials, supervise students in the library, perform custodial duties in the classroom, supervise classroom when the teacher is absent, and maintain inventories of class equipment.

With but a single exception, somewhere in the state of Oregon a para-professional is performing one of the 80 tasks. If current practice were the criterion for whether a para-professional should perform a task, he would be eliminated only as an athletic coach. This would mean that coaching a school athletic team was the only totally professional task of the 80 items on the questionnaire. Undoubtedly, few educators would accept this criterion as a valid measure.

TABLE V

DISAGREEMENT, UNCERTAINTY, AND AGREEMENT PERCENTAGE RESPONSES FOR CLERICAL TASKS BY THE ADMINISTRATORS, TEACHERS, AND PARA-PROFESSIONALS

Item Number	Task	Group	Dis-agree 1 & 2	Un-certain 3	Agree 4 & 5
1	Prepare attendance reports	Admin.	9.09	7.26	85.45*
		Teachers	15.70	2.33	81.97*
		Para-prof.	15.29	7.65	77.06*
		Total	14.36	5.29	80.35*
2	Collect money	Admin.	12.73	12.72	74.55*
		Teachers	20.93	8.14	70.93*
		Para-prof.	20.47	23.38	67.25*
		Total	19.60	10.55	69.85*
3	Check out books and instructional materials	Admin.	3.70	3.70	92.60*
		Teachers	5.23	2.32	92.45*
		Para-prof.	5.71	3.44	90.85*
		Total	5.24	2.99	91.77*
4	Assess and/or collect school fines	Admin.	35.85	11.32	52.83*
		Teachers	25.29	13.22	61.49*
		Para-prof.	35.46	13.29	51.45*
		Total	31.00	13.00	56.00*
11	Prepare statistical reports	Admin.	19.64	12.50	67.86*
		Teachers	15.70	17.44	66.86*
		Para-prof.	15.98	15.98	68.04*
		Total	16.37	16.12	67.51*
12	Prepare and maintain inventories of class equipment	Admin.	.00	7.27	92.73*
		Teachers	7.51	4.62	87.87*
		Para-prof.	11.63	8.72	79.65*
		Total	8.25	6.75	85.00*
13	Prepare requisition forms of all types	Admin.	12.50	14.29	73.21
		Teachers	22.80	14.04	63.16
		Para-prof.	15.80	15.20	69.00*
		Total	18.35	14.57	67.08*
17	Typing stencils for materials reproduction	Admin.	1.79	1.79	96.42*
		Teachers	4.60	2.30	93.10*
		Para-prof.	7.51	4.05	88.44*
		Total	5.46	2.98	91.56*
18	Operate reproduction machines like the mimeograph	Admin.	3.57	1.79	94.64*
		Teachers	4.68	1.75	93.57*
		Para-prof.	6.98	5.81	87.21*
		Total	5.51	3.51	90.98*
22	Type student schedules	Admin.	5.36	3.57	91.07*
		Teachers	13.87	6.94	79.19*
		Para-prof.	23.26	25.70	61.04*
		Total	16.72	10.72	73.06*

*Indicates disagreement, uncertainty, or agreement for that item according to the column in which it is located.

TABLE V (Cont'd)

DISAGREEMENT, UNCERTAINTY, AND AGREEMENT PERCENTAGE RESPONSES FOR CLERICAL TASKS BY THE ADMINISTRATORS, TEACHERS, AND PARA-PROFESSIONALS

Item Number	Task	Group	Disagree 1 & 2	Uncertain 3	Agree 4 & 5
23	Be a secretary to a teaching team	Admin.	5.36	7.14	87.50*
		Teachers	8.09	6.94	84.97*
		Para-prof.	22.09	19.19	58.72*
		Total	13.72	12.22	74.06*
24	Type professional correspondence for teachers	Admin.	8.92	5.36	85.72*
		Teachers	12.14	9.25	78.61*
		Para-prof.	27.65	8.82	63.53*
		Total	18.30	8.51	73.19*
73	Do routine work for the administration	Admin.	16.07	14.29	69.64*
		Teachers	16.66	16.09	67.25*
		Para-prof.	12.21	17.44	70.35*
		Total	14.68	16.42	68.90*

*Indicates disagreement, uncertainty, or agreement for that item according to the column in which it is located.

TABLE VI

DISAGREEMENT, UNCERTAINTY, AND AGREEMENT PERCENTAGE RESPONSES FOR SUPERVISION AND SCHOOL ACTIVITIES TASKS BY THE ADMINISTRATORS, TEACHERS, AND PARA-PROFESSIONALS

Item Number	Task	Group	Disagree 1 & 2	Uncertain 3	Agree 4 & 5
5	Sell or collect tickets at school activities	Admin.	30.26	10.71	58.93*
		Teachers	33.91	14.94	51.15*
		Para-prof.	51.15*	18.97	29.88
		Total	40.84	16.09*	43.00
6	Work on a fund-raising project	Admin.	44.64	23.22*	32.14
		Teachers	36.26	23.39*	40.35
		Para-prof.	46.52	20.93*	32.55
		Total	41.85	22.31*	35.84
7	Organize and/or conduct fund-raising projects	Admin.	71.42*	17.86	10.72
		Teachers	59.77*	24.13	16.10
		Para-prof.	68.97*	13.22	17.81
		Total	65.35*	18.56	16.09
8	Supervise student social events	Admin.	57.14*	10.72	32.14
		Teachers	52.30*	12.07	35.63
		Para-prof.	56.32*	13.22	30.46
		Total	54.70*	17.38	32.92
9	Supervise student bus trips out of town	Admin.	64.29*	7.14	28.57
		Teachers	49.71	16.18*	34.11
		Para-prof.	59.20*	14.94	25.86
		Total	55.83*	14.39	29.78
25	Supervise students in the library, resource centers, and independent study	Admin.	8.93	7.14	83.93*
		Teachers	9.20	4.60	86.20*
		Para-prof.	8.05	5.75	86.20*
		Total	8.66	5.45	85.89*
26	Supervise students during an assembly	Admin.	58.93*	8.93	32.14
		Teachers	40.80	12.07*	47.13
		Para-prof.	45.40	12.07*	42.53
		Total	45.30	11.63*	43.07
27	Coach a school athletic team	Admin.	85.45*	5.45	9.10
		Teachers	73.41*	18.50	8.09
		Para-prof.	77.01*	13.79	9.20
		Total	76.62*	14.68	8.70
28	Work with students on a yearbook, newspaper, or school play	Admin.	46.43	14.29*	39.28
		Teachers	35.47	25.00*	39.53
		Para-prof.	43.02	19.19*	37.79
		Total	40.25	21.00*	38.75
29	Advise a school class or club	Admin.	55.36*	23.21	21.43
		Teachers	57.56*	22.09	20.35
		Para-prof.	61.05*	13.95	25.00
		Total	58.75*	18.75	22.50

*Indicates disagreement, uncertainty, or agreement for that item according to the column in which it is located.

TABLE VI (Cont'd)

DISAGREEMENT, UNCERTAINTY, AND AGREEMENT PERCENTAGE RESPONSES FOR SUPERVISION AND SCHOOL ACTIVITIES TASKS BY THE ADMINISTRATORS, TEACHERS, AND PARA-PROFESSIONALS

Item Number	Task	Group	Disagree 1 & 2	Uncertain 3	Agree 4 & 5
40	Supervise students in laboratory work	Admin.	25.00	19.64	55.36*
		Teachers	27.75	12.14	60.11*
		Para-prof.	41.18	24.71*	34.11
		Total	33.08	18.55*	48.37
57	Supervise intramural sports	Admin.	50.00*	23.21	26.79
		Teachers	48.26	23.84*	27.90
		Para-prof.	72.99*	12.64	14.37
		Total	59.20*	18.90	21.90
58	Supervise classroom when teacher is absent for a short period	Admin.	10.72	7.14	82.14*
		Teachers	12.79	4.07	83.14*
		Para-prof.	10.52	8.19	81.29*
		Total	11.53	6.27	82.20*
65	Instruct small groups on a rotating or permanent basis	Admin.	57.14*	17.86	25.00
		Teachers	52.33*	22.09	25.58
		Para-prof.	54.91*	17.34	27.75
		Total	54.11*	19.45	26.44
66	Make a large group presentation	Admin.	66.07*	17.86	16.07
		Teachers	61.98*	20.47	17.55
		Para-prof.	65.70*	12.21	22.09
		Total	64.16*	16.54	19.30
67	Give directions to a large group	Admin.	48.21	12.50*	39.29
		Teachers	34.30	22.67*	43.03
		Para-prof.	43.86	14.04*	42.10
		Total	40.35	17.54*	42.11
68	Prescribe remedial drill work	Admin.	75.00*	7.14	17.86
		Teachers	69.19*	16.28	14.53
		Para-prof.	67.85*	19.05	13.10
		Total	69.44*	16.16	14.40
69	Substitute for absent teacher	Admin.	75.00*	12.50	12.50
		Teachers	66.47*	12.94	20.59
		Para-prof.	57.56*	13.37	29.07
		Total	63.82*	13.06	23.12
74	Talk to a class on a subject about which the para-professional has considerable knowledge	Admin.	3.57	1.79	94.64*
		Teachers	2.35	4.12	93.53*
		Para-prof.	16.86	13.37	69.77*
		Total	8.79	7.79	83.42*
75	Teach a class under teacher's direct supervision	Admin.	41.07	17.86*	41.07
		Teachers	41.48	19.41*	39.41
		Para-prof.	56.47*	17.65	25.88
		Total	47.73	18.43*	33.84

*Indicates disagreement, uncertainty, or agreement for that item according to the column in which it is located.

TABLE VI (Cont'd)

DISAGREEMENT, UNCERTAINTY, AND AGREEMENT PERCENTAGE RESPONSES FOR SUPERVISION AND SCHOOL ACTIVITIES TASKS BY THE ADMINISTRATORS, TEACHERS, AND PARA-PROFESSIONALS

Item Number	Task	Group	Dis-agree 1 & 2	Un-certain 3	Agree 4 & 5
76	Administer programmed instruction under a teacher's direction	Admin.	8.93	7.14	83.93*
		Teachers	17.16	13.02	69.82*
		Para-prof.	27.65	17.65	54.70*
		Total	20.51	14.18	65.31*
77	Prescribe programmed instruction for a student	Admin.	76.69*	10.71	12.50
		Teachers	71.18*	14.12	14.70
		Para-prof.	63.91*	14.79	21.30
		Total	68.86*	13.92	17.22
78	Replace a certificated teacher in a team-teaching situation	Admin.	75.00*	14.29	10.71
		Teachers	80.81*	9.88	9.31
		Para-prof.	74.57*	14.45	10.98
		Total	77.31*	12.47	10.22
79	Replace, and perform the duties of, a self-contained classroom teacher	Admin.	96.43*	3.57	0.00
		Teachers	89.47*	6.43	4.10
		Para-prof.	86.13*	5.78	8.09
		Total	89.00*	5.75	5.25
80	Write individualized learning materials	Admin.	71.43*	16.07	12.50
		Teachers	68.21*	20.23	11.56
		Para-prof.	75.72*	13.87	10.41
		Total	71.88*	16.92	11.20

*Indicates disagreement, uncertainty, or agreement for that item according to the column in which it is located.

TABLE VII

DISAGREEMENT, UNCERTAINTY, AND AGREEMENT PERCENTAGE RESPONSES FOR INSTRUCTIONAL TASKS BY THE ADMINISTRATORS, TEACHERS, AND PARA-PROFESSIONALS

Item Number	Task	Group	Disagree 1 & 2	Uncertain 3	Agree 4 & 5
42	Plan and conduct laboratory demonstrations	Admin.	71.43*	16.07	12.50
		Teachers	61.54*	19.52	18.94
		Para-prof.	65.09*	17.75	17.16
		Total	64.47*	18.27	17.26
44	Assign and check individual student make-up work	Admin.	60.71*	12.50	26.79
		Teachers	56.73*	16.37	26.90
		Para-prof.	55.29*	18.82	25.89
		Total	56.68*	16.88	26.44
48	Assist in lesson planning as part of a team	Admin.	48.21	17.86*	33.93
		Teachers	42.94	18.24*	38.83
		Para-prof.	51.16*	18.02	30.82
		Total	47.24	18.09*	34.67
49	Develop a lesson plan for a specific lesson	Admin.	75.00*	8.93	16.07
		Teachers	59.54*	19.65	20.81
		Para-prof.	62.13*	14.79	23.08
		Total	62.81*	16.08	21.11
50	Instruct students on an individual basis	Admin.	34.55	14.55	50.90*
		Teachers	25.58	24.42	50.00*
		Para-prof.	34.52	11.90	53.58*
		Total	30.63	17.72	51.65*
51	Consult with teachers and other professionals concerning student learning problems	Admin.	25.00	12.50	62.50*
		Teachers	19.77	20.35	59.88*
		Para-prof.	28.49	15.70	55.81*
		Total	24.25	17.25	58.50*
52	Confer with parents on student learning problems	Admin.	76.79*	7.14	16.07
		Teachers	73.41*	13.87	12.72
		Para-prof.	74.85*	10.53	14.62
		Total	74.50*	11.50	14.00
61	Administer remedial drill work	Admin.	14.29	7.14	78.57*
		Teachers	20.11	8.20	71.69*
		Para-prof.	29.65	18.02	52.23*
		Total	23.42	12.34	64.24*
62	Direct independent study with follow-up and evaluation	Admin.	66.07*	14.29	19.64
		Teachers	60.11*	18.50	21.39
		Para-prof.	55.17*	19.54	25.29
		Total	58.81*	18.36	22.82
63	Help students plan independent study	Admin.	46.43	21.43*	32.14
		Teachers	43.94	16.18*	39.88
		Para-prof.	36.04	18.02*	45.94
		Total	40.90	17.70*	41.40
64	Serve as instructor for small group instruction on occasion	Admin.	32.14	14.29	53.57*
		Teachers	33.53	25.03	51.44*
		Para-prof.	38.73	10.98	50.29*
		Total	35.57	13.18	51.25*

*Indicates disagreement, uncertainty, or agreement for that item according to the column in which it is located.

TABLE VIII

DISAGREEMENT, UNCERTAINTY, AND AGREEMENT PERCENTAGE RESPONSES FOR INSTRUCTIONAL SUPPORT TASKS BY THE ADMINISTRATORS, TEACHERS, AND PARA-PROFESSIONALS

Item Number	Task	Group	Disagree 1 & 2	Uncertain 3	Agree 4 & 5
20	Make home visits to establish contact with parents	Admin.	82.14*	8.93	8.93
		Teachers	83.33*	12.07	4.60
		Para-prof.	79.19*	13.87	6.94
		Total	81.39*	12.41	6.20
21	Telephone home to obtain information or to make appointments for teachers	Admin.	25.00	5.36	69.64*
		Teachers	32.95	16.76	50.29*
		Para-prof.	38.15	14.45*	47.30
		Total	34.08	14.18	51.74*
30	Perform minor custodial duties in the classroom	Admin.	40.00	14.55*	45.45
		Teachers	38.15	12.72*	49.13
		Para-prof.	29.48	11.56	58.96*
		Total	34.66	12.47	52.87*
31	Announce or pass out routine bulletins	Admin.	1.79	3.57	94.64*
		Teachers	5.26	4.68	90.06*
		Para-prof.	5.35	5.95	88.70*
		Total	4.81	5.06	90.13*
38	Prepare an instructional area for audio-visual presentations	Admin.	14.29	8.93	76.78*
		Teachers	17.44	12.21	70.35*
		Para-prof.	24.70	16.47	58.83*
		Total	20.10	13.57	66.33*
39	Develop bulletin boards and exhibits	Admin.	8.92	5.36	85.72*
		Teachers	7.60	10.53	81.87*
		Para-prof.	11.76	9.42	78.82*
		Total	9.57	9.32	81.11*
41	Set up equipment for laboratory work	Admin.	8.92	5.36	85.72*
		Teachers	10.40	12.14	77.46*
		Para-prof.	35.29	20.59*	44.12
		Total	20.80	14.79	64.41*
43	Administer first aid for minor injuries	Admin.	50.91*	12.73	36.36
		Teachers	34.88	19.77*	45.35
		Para-prof.	42.44	18.02*	39.54
		Total	40.35	18.05*	41.60
59	Procure outside resource persons for class	Admin.	45.46	7.27*	47.27
		Teachers	35.09	19.88*	45.03
		Para-prof.	44.19	18.02*	37.79
		Total	40.45	17.34*	42.21
60	Make audio-visual aids for instructional purposes	Admin.	0.00	0.00	100.00*
		Teachers	6.40	5.81	87.79*
		Para-prof.	16.09	13.29	70.12*
		Total	9.70	8.46	81.84*

*Indicates disagreement, uncertainty, or agreement for that item according to the column in which it is located.

TABLE IX

DISAGREEMENT, UNCERTAINTY, AND AGREEMENT PERCENTAGE RESPONSES FOR CURRICULUM AND POLICY-MAKING TASKS BY THE ADMINISTRATORS, TEACHERS, AND PARA-PROFESSIONALS

Item Number	Task	Group	Disagree 1 & 2	Uncertain 3	Agree 4 & 5
45	Assist in policy development for the school	Admin.	48.21	23.21*	28.58
		Teachers	49.71	23.12*	27.17
		Para-prof.	41.32	20.36*	38.32
		Total	45.95	21.98*	32.07
46	Attend faculty meetings for informational purposes	Admin.	8.93	16.07	75.00*
		Teachers	20.35	14.53	65.12*
		Para-prof.	13.45	16.96	69.59*
		Total	15.79	15.79	68.42*
47	Attend faculty meetings and participate as a voting member	Admin.	58.93*	17.86	23.21
		Teachers	55.36*	17.26	27.28
		Para-prof.	53.25*	23.67	23.08
		Total	54.96*	20.10	24.94
53	Visit other classes and/or schools to observe	Admin.	28.55	19.71	51.74*
		Teachers	19.65	26.59	53.76*
		Para-prof.	20.59	16.47	62.94*
		Total	21.30	21.30	57.40*
54	Work in curriculum development	Admin.	53.57*	25.00	21.43
		Teachers	51.74*	18.02	30.24
		Para-prof.	58.14*	21.51	20.35
		Total	54.75*	20.50	24.75
55	Share in textbook selection	Admin.	78.57*	12.50	8.93
		Teachers	63.74*	16.96	19.30
		Para-prof.	71.18*	12.94	15.88
		Total	69.02*	14.61	16.37
56	Share in grading system policy	Admin.	76.79*	8.93	14.28
		Teachers	68.97*	13.22	17.81
		Para-prof.	71.35*	11.10	17.55
		Total	71.07*	11.72	17.21
72	Serve on curriculum revision committee	Admin.	69.64*	14.29	16.07
		Teachers	68.60*	12.79	18.61
		Para-prof.	71.10*	14.45	14.45
		Total	69.83*	13.72	15.45

*Indicates disagreement, uncertainty, or agreement for the item according to the column in which it is located.

IMPLICATIONS

The size and distribution of the sample from which data were obtained made it possible to generalize the results of this study to all Oregon secondary schools that employ para-professionals.

1. There is a wide variation in duties assigned to secondary school para-professionals. This study could provide a basis for deciding those duties a para-professional should or should not perform.

2. Regardless of how the majority of the educational profession feel toward a para-professional performing a given task, a para-professional performs that task, almost without exception, somewhere in Oregon.

3. There is no single generalized secondary school para-professional role in Oregon. It would be well for future writers to focus on the definite categories of para-professionals and give less attention to a generalized role. Training programs should acknowledge this fact.

4. A majority of the para-professionals in this study view their positions as permanent: they intend to continue them as a career. This has implications for programs that focus on moving para-professionals to professional stature.

5. Few secondary school para-professionals in Oregon are assigned to classrooms for instructional purposes. This is a major difference between elementary and secondary school para-professionals.

6. According to the literature, the role of the elementary school para-professional and the role of the secondary school para-professional appears to have many contrasts. Additional research is needed to determine the exact nature of these contrasts.

7. The fastest-growing secondary school para-professional category is that of student supervision. The reasons for this growth should be investigated. Additional research might well focus on student and/or faculty use of unstructured time in secondary schools.

8. Administrators and teachers are usually in close agreement concerning the role of the para-professional and indicate a greater tendency to take stronger, definite positions. Para-professionals tend to be more uncertain about their role in the school.

9. There are seven major categories of secondary school para-professionals--library aides, clerical aides, resource center aides, audio-visual aides, graphic artists, student supervision aides, and instructional aides.

DESCRIPTIONS OF SECONDARY SCHOOL PARA-PROFESSIONAL POSITIONS IN OREGON

Library Aides

Library aides comprise the largest number of secondary school para-professionals within a single classification in the state of Oregon. Almost without exception, if several para-professionals exist in a building, at least one is a library aide. Although library aides as a group were excluded from this study, 10 library aides in various schools were interviewed to provide the researcher with a better background of their position. All library aides interviewed worked directly under the supervision of a professional librarian.

Clerical Aides

The largest group of para-professionals interviewed in this study was clerical aides.

When schools are allotted limited numbers of para-professionals not specifically tied to curriculum revision or to a change in the school structure, the para-professionals' role tends to be clerical. The following example of a clerical aide staffing pattern is typical of many in Oregon. This school is allotted four teacher aides whose specific role definition becomes the responsibility of the school's administration. Provision is made for the use of the clerical aides by all departments of the school. To work out such an arrangement, it is necessary to share aides among departments as follows:

Clerical Aide No. 1 - English department
Clerical Aide No. 2 - Social studies and foreign language departments
Clerical Aide No. 3 - Math, science, and business education departments
Clerical Aide No. 4 - Audio-visual section of Materials Resource Center

Methods usually are worked out whereby individual teachers can request the assistance of a clerical aide either by direct contact on a time-available basis or through department chairmen. Some of the clerical aides interviewed actively solicit work from teachers in their departments on a regular basis. Not all teachers avail themselves of the provided clerical services; at best, they use them spasmodically. Periods of greatest use and stress, according to the aides interviewed, revolve around a large-scale testing activity and grade reporting.

Uneven work load distribution appears to be a problem in some schools. Once clerical aides are assigned to departments, they develop strong attachments and loyalty. Hence, unequal distribution of the work load often occurs. In one instance an English, drama and special studies clerical aide, with a total of 27 teachers she identified as "her" teachers, was overloaded with work. In the same building, another aide assigned to four teachers in two departments complained of the "monotony and lack of work" in her position. The aide with 27 teachers was unwilling to give up any of "her" teachers and the situation

continued. A few schools--Medford Senior High for example--have attempted to solve this problem by placing all clerical aides in a clerical pool and providing service on a first-come basis.

In the past, most Oregon secondary schools did not provide office space for teachers because in the traditional self-contained classroom structure each teacher was assigned to his own room. Now, however, few teachers have a room to themselves. This has created space problems for most schools, now aggravated by the addition of clerical aides. The author found clerical aides working from one end of the building to the other in every conceivable nook and cranny. Their equipment and office furnishings also often left much to be desired. The physical location of their working space in many schools was detrimental to their efficiency.

In some schools the clerical aide fills the role of a school secretary and thus serves in the administrative office. The aide involved is then charged against the school's instructional budget rather than the administrative budget. Since in most schools secretaries are paid higher salaries than are clerical aides, the district saves money by allowing aides to fulfill secretarial duties.

Clerical aides in Oregon secondary schools perform few, if any, instructional tasks. One school administrator stated bluntly, "Teacher aides are qualified to do clerical work and may not assume any teaching function." There are, however, some notable exceptions--for one, clerical aides do substitute for absent teachers on occasion; for another, if student helpers are utilized, clerical aides often supervise their activities.

Unique tasks are performed by some clerical aides. An example is the clerical aide assigned to the automotive shop at Jefferson High School in Portland. Her prime task is picking up auto parts from various supply houses for use in the shop. This particular task involves considerable traveling and extensive knowledge of automobile parts. The woman who fills this position is uniquely qualified--she is a drag-race driver on weekends.

The responsibility for keeping certain records often is delegated to departments by the administration in some high schools. For instance, at Willamette High School in Eugene the English clerical aide is charged with keeping extensive and sophisticated enrollment records for the school's elective English program. All students are assigned to English classes through her, and she in turn coordinates with the guidance department for total student scheduling.

The job of a clerical aide requires a person with versatile ability. The following list of tasks is performed by a majority of the clerical aides surveyed:

1. Type a wide range of items:

    a. Record cards
    b. Class lists
    c. Tests
    d. Reports

e. Syllabus materials
f. Grade sheets
g. Dittos
h. Stencils
i. Work sheets
j. Correspondence
k. Department bulletins
l. Graphs and charts
m. Minutes and agendas
n. Budgets and financial statements
o. Requisition and order forms
p. Schedules

2. File a variety of departmental papers
3. Grade standardized tests
4. Grade objective tests
5. Order and distribute supplies
6. Oversee classrooms on an emergency basis
7. Operate ditto and mimeograph machines
8. Make transparencies or arrange to have them made
9. Arrange student-teacher conferences
10. Be responsible for departments' correspondence
11. Collect data for the administrative office
12. Assist teachers in grade reporting
13. Assemble materials, collate, punch holes, and staple
14. Coordinate departmental audio-visual orders
15. Assist in the orientation of substitute teachers
16. Run a communications center for the department
17. Take charge of the departments' professional libraries
18. Assist in departmental inventories
19. Assist in scheduling returning students for the next year
20. Keep student records at the departmental level

Other tasks that some clerical aides perform include:

1. Supervise student secretaries
2. Assign work to student secretaries
3. Supervise for teachers during testing
4. Assign new students to classes
5. Check out and check in textbooks
6. Check out and check in books to students
7. Maintain a list of missing books
8. Return books to the library
9. Post class lists
10. Assist departmental visitors
11. Help administer the paper-reader program by checking out and checking in papers and arrange necessary conferences
12. Prepare materials for computer programming, schedules, report cards, changes, etc.
13. Substitute for secretaries in other offices on occasion
14. Attend departmental meetings

15. Record the minutes of departmental meetings
16. Issue hall passes and other routine forms
17. Take attendance
18. Take shorthand dictation and transcribe
19. Transcribe machine dictation
20. Collect money
21. Substitute for teachers
22. Work on a fund-raising project
23. Supervise students in such areas as the halls or cafeteria
24. Perform minor custodial duties
25. Work with students on a yearbook, newspaper, or school play
26. Help advise a school class or club

Resource Center Aides

With the advent of the modular flexible schedule and/or multiple-period day in Oregon secondary schools, there has been a corresponding growth of supportive facilities. With such facilities as resource centers, expanded library services, audio-visual centers, and open labs has come the need for personnel in addition to teachers to staff the facilities. Thus it isn't surprising that the second largest group of aides in this study are resource center aides.

One of the most important purposes of the resource center is to make a great diversity of relevant material and specialists readily available to students during their unstructured time. Thus a resource center is an area where a variety of materials relating to a field of study is organized for students to use on an individual basis. These areas seem to work efficiently under the direction of a noncertified adult, allowing the teacher the opportunity to work individually with students.

The primary responsibility of the resource center aide is to assist the students with materials. The aide should attempt to humanize and personalize education by encouraging small group activities and the students' selection of materials to suit their needs. It is important that the aide know the subject well enough to answer questions and to refer the student to his professional teacher when a specialized kind of assistance is needed. The aide must stay informed about the classroom activities of each teacher in her subject matter area if she is to be effective. Evidence indicates that this is not the case in many schools: in some, the aide seldom, if ever, is apprised of classroom activity.

The resource center aide often is called to instruct and to supervise student aides. The primary responsibilities of these students are checking books out and in, replacing books on reading shelves, and processing books for the resource center.

The amount of discipline that resource center aides are expected to administer varies from school to school. But some disciplinary responsibilities, at least, are expected of all resource center aides. Clerical aides, however, generally have few if any disciplinary responsibilities--a major difference between the two categories.

Few para-professionals exercise disciplinary responsibilities outside the areas they are assigned. It was observed that resource centers are generally noisier than the school library. There is more movement and students are more likely to talk to each other. Students, encouraged to engage in personal learning activities and to handle materials, equipment, and media individually, occasionally create confusion in the centers.

Responsibility for administration of resource centers is not the same throughout Oregon. Generally, the primary responsibility falls on the subject matter department chairmen that the resource center represents. A secondary responsibility often is delegated to the school librarian. This plan helps to tie the school's classroom instructional program and the activities of a specific subject matter resource center together. There are many excellent examples of this organization across the state.

Another pattern is found where the schools have general resource centers not specifically tied to subject matter areas. In these schools the librarian usually is responsible for the operation of the centers. In a few schools there is little connection between the library and the resource centers or between the librarian and the resource center aides.

Resource center aides usually are responsible to the specified department chairmen for duties relating to the operation and supervision of the center, the level of control necessary, the arrangement of furniture and resources, and the service duties to be performed for the teachers in the department.

Some resource center aides are frustrated in their search for policies relating to the function of resource centers. Policies have not been spelled out in a satisfactory manner in many schools. Many students are relatively unaware of what a resource center is or how to use one. And even teachers have a wide range of opinions concerning the use of resource centers. Some schools, however, have attempted to solve these problems by producing written policy statements. A few examples are Jackson, Roosevelt, John Adams, and David Douglas high schools in Portland.

The following is a list of tasks frequently performed by resource center aides in Oregon secondary schools:

1. Take attendance or a daily count, by the period, of the students using the resource center
2. Instruct and supervise aides
3. Supervise students in the resource center and maintain an atmosphere conducive to study
4. Assist students with their instructional assignments
5. Encourage and listen to students as needed
6. Organize and maintain a "clearing house" for student make-up work, tests, and assignments
7. Maintain catalog file of author and title cards
8. Process books for circulation
9. Check files for overdue books and prepare fine slips
10. Compile various statistical reports about center activities

11. Maintain audio-visual materials files and check out and in
12. Help students locate needed materials
13. Check materials out and in
14. Repair books with minor damage
15. Maintain audio-visual equipment when possible
16. Take inventories as directed
17. Maintain print material files of all types
18. Maintain the physical appearance of the resource center
19. Replace books and magazines on shelves or supervise student assistants doing the tasks
20. Make appointments for student-teacher conferences
21. Process magazines and daily newspapers for resource center
22. Assist students in operating audio-visual equipment
23. Correct objective tests for teachers in department
24. Prepare materials for teachers using center
25. Type departmental tests, correspondence, stencils, book orders, etc.
26. Operate reproduction machines
27. Make audio-visual aids for instructional purposes
28. Meet with department teachers to coordinate the activities of the resource center and the instructional program
29. Furnish students with supplies as needed
30. Handle discipline problems as directed
31. Organize and run a textbook depository for departments
32. Assemble materials for collating, punching holes, and stapling
33. Coordinate departments' audio-visual orders
34. Issue hall passes and other routine forms

Audio-Visual Para-professionals

There are many different staffing patterns for audio-visual departments in Oregon. A common practice is for a certified teacher to be the designated audio-visual coordinator for the school, be provided released time from instructional duties, and perhaps be awarded additional compensation. But as the use of audio-visual equipment has increased in classrooms, the coordinators have found it difficult to handle dual roles. One solution is to provide them with para-professional assistance. Seven such para-professionals were interviewed.

At Roosevelt and Jackson high schools in Portland and at North Santiam High School in Mill City, audio-visual para-professionals were supervised by school librarians. There were also many library aides assigned to perform some audio-visual para-professional duties in addition to their library chores. At three high schools (Barlow in Gresham, and Stayton and Cascade in Turner) para-professionals were in complete charge of the audio-visual departments.

In addition to the audio-visual para-professionals, five graphic artists were interviewed. They were located at North Santiam (Mill City), Roosevelt and Washington (Portland), South Umpqua (Myrtle Creek), and Mid High (Medford).

Following is a list of tasks performed by audio-visual para-professionals:

1. Schedule audio-visual equipment for use
2. Maintain an audio-visual source file or catalog
3. Maintain a file of catalogs for audio-visual equipment and supplies
4. Do maintenance on audio-visual equipment
5. Do minor repair work and make arrangements for major work to be done
6. Be responsible for care, handling, and storage of audio-visual equipment
7. Process orders for audio-visual materials and equipment
8. Supervise and manage audio-visual supplies and equipment
9. Produce visuals for classroom presentations using a variety of methods, skills, materials, and equipment
10. Assist in training student aides and assign them duties
11. Keep accurate records of inventory, orders, and supply distribution
12. Keep the audio-visual area neat and orderly
13. Assist faculty and students in locating materials
14. Set up public address systems
15. Schedule and operate video-tape recorder as needed
16. Supervise listening and viewing areas where such areas are incorporated into the audio-visual center
17. Inform faculty of free audio-visual materials available in their teaching fields
18. Attend departmental planning sessions, whenever requested, to acquaint faculty with the variety of audio-visual materials available
19. Prepare daily or weekly reports of scheduled audio-visual activities as requested
20. Distribute, store, and maintain textbooks
21. Return borrowed audio-visual materials to a variety of sources by the due date
22. Schedule rooms, periods, and operators for audio-visual equipment
23. Take annual inventory of audio-visual equipment
24. Type and perform clerical duties in the department
25. Reproduce materials

Audio-Visual Directors

In addition to most of the tasks previously listed, the audio-visual director or coordinator had the responsibility for the overall functioning of the department. Some of his specific tasks follow:

1. Orders, receives, inventories, distributes, and maintains all audio-visual equipment in the building
2. Distributes equipment within the building
3. Makes decisions regarding the assignment and scheduling of audio-visual equipment
4. Checks all equipment and supplies for inventory and repair needs
5. Reports missing or stolen equipment
6. Maintains responsibility for extra-curricular activities
7. Keeps knowledgeable about graphics and audio-visual methods and materials
8. Holds responsibility for student assistants including training, assignment, attendance, and evaluation

9. Instructs in audio-visual techniques for both faculty and students as needed
10. Coordinates the functions of audio-visual department with the administration and faculty

Graphic Artists

All five graphic artists interviewed were women and four of the five had either attended art school or majored in art in college. Three had previous experience as commercial artists.

Most were involved in producing graphic materials for the instructional or extra-curricular programs in their schools. Typical activities included making transparencies, slides, and posters; laminating a variety of materials; and producing creative educational displays. Some produced bulletin boards; however, they attempted to avoid this task because of "the time involved." They created original designs on occasion and, in fact, the graphic artist at Medford Mid High designed the school's mascot. Instructing students in graphics was a task expectation at Roosevelt High School. And the instructional interpretation of textbook material to graphics was of prime importance in all the positions.

The artists interviewed indicated satisfaction with their positions as long as the work involved only graphics which were "creative and challenging." However, when assigned to more menial tasks, they voiced dissatisfaction and lack of interest.

Student Supervision Para-professionals

At the time of this study, few student supervision aides were reported. However, it became clear that while accurate figures were not available for this category of para-professionals, important changes in numbers and kinds of positions were taking place. There is reason to believe that this may be the fastest-growing group of para-professionals with a significant, new role to fill in Oregon secondary schools.

A majority of the student supervision para-professionals was found in schools that include unstructured time for students in their schedules. In some schools faculty members were attempting to divorce themselves from the responsibility of overseeing unstructured time, and the major responsibility for such time had been shifted to the administrators of those schools, who, in turn, often responded by hiring student supervision para-professionals.

Only 21 student supervision para-professionals were interviewed after the importance of their role was established. The author estimates that over 50 persons in this category are now employed in Oregon. Of the 21 interviewed, eight were men--the highest proportion of men to women in any para-professional category. Several of these para-professionals are called "community agents."

The community agent program, adapted from one developed in Detroit, Michigan, was originally instituted in Portland in 1965. Each of the four community agents interviewed had a different conception of and orientation to the position. For that reason, few common elements existed; yet all four played important roles in their schools.

Both community agents, assigned to Washington High School in Portland, were interviewed--a man of 23 and a woman of 59. Both were Negroes. The man, a former student body officer at Washington, had completed two years of college. He still attended college in the evenings and hoped to teach someday. The school has a significant percentage of Black students in attendance but no Black teachers (one Black vice-principal). This para-professional worked mainly in the halls and with students. After observing him in action, the researcher judged his impact on and rapport with students as outstanding. He served as a communicator between the Black students and the faculty. He tried not to function as a disciplinarian; instead, he counseled the students and reasoned with them.

Some tasks that he held in common with the other community agents included serving as a liaison between the school and family and between the school and the community. All community agents visited homes, day or night, to foster mutual understanding. They accompanied sick students home and saw that they were taken care of. They accompanied suspended students home and explained the school's actions to the parents. They sat in on conferences between parents and school officials. They attended rallies and meetings in the community as school representatives.

The woman community agent at Washington appeared to be a bright, alert, dedicated person. Her background included a great deal of church work with special emphasis on high school and college-age students. She checked all the floors, halls, and girls' rest rooms of the buildings on a regular basis. When she found students breaking the rules she took them to the dean. She knew who belonged in the building and took outsiders to the office. She watched for hall disturbances and tried to solve the problems on the scene.

At Jefferson, the first community agent hired in the program was interviewed--a 56-year-old Negro who had three years of experience as a community agent and who had helped to develop the role for the other agents. Jefferson High School is organized by grades and administered by class centers, in each of which there is a dean, a community agent, and two counselors.

This community agent worked with both white and Black students. He maintained files on his students during their four years; he handled the attendance for his class and took referrals from teachers on tardy students; he assisted impoverished students with medical and clothing needs through a special fund; he counseled students on subjects ranging from academics to drugs; he sat in on all suspension conferences with the class dean and helped decide the action to be taken; he handled part of the discipline load for the center--all this in addition to the other common community assignments as previously described.

The fourth community agent interviewed was an Oriental woman, 22 years old, employed at John Adams High School. With two years of college to her credit, this young woman had previously been employed in the Portland Model Cities Program and Head Start. She had an almost free hand in determining her role as a community agent within the new high school. Her prime responsibility was outside the school where she tried to get a community evening school functioning. She worked on community involvement, parent advisory groups, and parent forums. Much of her time was spent working with agencies outside the school and attending inter-agency meetings. She developed work-experience stations for students in the community and worked with students in the school.

In Portland special investigation officers were assigned individually to the following schools: Roosevelt, Adams, Washington, Grant, Jefferson, and Monroe. Assigned to the Special Investigation Division of the Portland Public Schools, all men were commissioned police officers with the Portland City Police, but paid by the school district and directly responsible to the principals of their schools. They had been issued uniforms, badges, and guns but used none of these on the job. However, it was known that the men were policemen with the powers of arrest; and consequently, they were often targets of verbal abuse.

Three of the officers--24, 25, and 27 years of age--were interviewed. Two had completed two years of college; two were one-year men on the force and the other had five years of experience. All were paid $8,300--more than the pay for beginning teachers. In five years it would be possible for them to earn $10,300. Two of the men were Negroes.

The men considered themselves staff members first and policemen second. They generally tried not to force confrontations with students and only on rare occasions did they arrest a student. If an arrest had to be made, they preferred to have it made away from school on the basis of court warrants and by regular police officers. Occasionally, they had to handle students physically and did assist with unruly students, taking them home if necessary. Encouraging students to come and talk over problems, they were thus able to avert some potentially dangerous situations. They investigated problems dealing with the law and security and if the school had hall aides, they usually coordinated their work. While they served as liaisons between the administration and the police department, they actually spent most of their time in the halls, cafeteria, and on the grounds.

Their greatest single problem was to prevent unauthorized outsiders from coming into the building. To enforce the no trespassing rule, the officers prosecuted the frequent offenders in court.

Several para-professionals--all in Portland schools--were given the title of "hall aide." However, only two were exclusively assigned as hall aides. As the name implies, they spent their time in the halls and tried to keep students in classes. But the position, either part time or full time, was more complex than the title implies. When asked what his major problems were, one hall aide replied with the following list: dope, extortion, theft, gambling, skipping school, and smoking.

The number of aides in the supervised study group is multiplying rapidly. At present, they are mostly women; however, some schools, like Marshall (in Portland), hire men for this position. Their common task is the supervision of students in study areas ranging from classrooms to school cafeterias. The number of students supervised varies from 5 to 400.

The aides may or may not have worked with teachers in the study areas. Some aides assist students with homework assignments. However, the majority of the aide's time is spent just keeping the area under control and functioning.

For two major reasons, most of the aides assigned to this position were in their first year. First, some schools are hiring these kinds of para-professionals for the first time. Second, the aides either transfer to another position in the school or resign from the job. In the opinion of the author, this is the single most taxing para-professional position in secondary schools. In addition to the other limitations of the position, the pay is usually $2 or less per hour. If these positions continue, it might be wise to consider staffing them with men. This is not to imply that women supervised study aides are ineffective: indeed, some women performed far above the call of duty. But as the size of the area and the numbers of students increase, it becomes more and more difficult for women to be effective.

At best, the areas supervised by these aides operate as traditional study halls. Often, however, they constitute one of the most serious problems in modern secondary schools. The continued assignment of para-professionals to large open areas with responsibility for supervising large numbers of students is a highly questionable practice.

Instructional Aides

Forty-two instructional aides were interviewed. There is a question whether this is the fourth largest or fifth largest category of secondary para-professionals in the state. The tremendous increase of student supervision aides, not all of whom were interviewed in this study, indicates that if instructional aides are not now fifth in number, they soon will be.

In the review of the literature, information from Oregon State Department of Education and preliminary interviews indicated larger numbers of instructional aides than proved to be the case. The majority of secondary para-professionals are not assigned to positions within classrooms that include instructional tasks on a regular basis. The literature does indicate far greater involvement in the classroom for elementary para-professionals. This is perhaps a major difference between the elementary and secondary levels.

Seldom is a secondary para-professional assigned to a single teacher in a classroom situation. However, this is a common elementary school staffing practice. Among the exceptions to this practice on the secondary level are reading aides, business education aides, home economics aides, and special education aides.

Finding aides with educational qualifications to perform instructional tasks under a teacher's supervision is not a difficult problem. Often a paraprofessional with a bachelor's degree who could be assigned to a classroom is employed as a clerical or resource center aide. The number of former teachers--in some instances still certified teachers--as well as the number of other paraprofessionals with degrees indicates that many more could be used as instructional aides if school districts wished to do so. Even schools that utilize team teaching rarely make instructional aides part of those teams.

Reading Aides. Eleven of the instructional aides interviewed were reading aides. Several were hired as part of reading improvement projects funded by the Elementary and Secondary Education Act of the Federal Government. The majority of the aides had had little formal course work in reading. One held a bachelor's degree in psychology; two had completed their sophomore year in college, majoring in elementary education; one had finished her freshman year; and the other seven had graduated from high school. Most of their training was received on the job from the teacher for whom they worked.

Most reading aides worked directly under a certified reading teacher; however, several were assigned to reading labs where they often gave individual instruction to students when the teacher was not present. Many reading aides kept voluminous records on the students assigned to their room. The record keeping was more extensive than usually found in a classroom because most of the reading programs operated on an individual student basis and various materials were utilized; hence, the organization and maintenance of the reading materials often became the responsibilities of the aide.

Most of the reading laboratories or rooms were equipped with reading machines that the aides were proficient in operating. Reading aides often supervised and assisted students using those reading machines.

It was a regular practice to have a reading aide substitute for the teacher for whom she worked. The reading aide often supervised the room alone at given periods during the day on a regular basis.

Good reading programs utilizing instructional aides are distributed across the state. The following are recommended for visitation: Klamath Falls, Reedsport, Molalla, Milwaukie, Clackamas, Cascade and Jefferson and John Adams high schools in Portland.

Language Aides. Eight foreign language instructional aides were interviewed. In all but one case they were stationed in the school language laboratory for the majority of their working day.

Two of the eight language aides were born in Germany. Two others had visited foreign countries. Four spoke German; four, French; four, Spanish; one, Russian; and one, Italian. Three had no command of any foreign language, and several were versed in more than one foreign language.

A foreign language instructional aide at Corvallis High School had a bachelor's degree in classics with one year of graduate study. She could have

been a certified teacher with the addition of a few more hours in education. She spoke German, French, Spanish, Russian, and Italian fluently. For her skills she received $2.07 an hour.

Probably the single most important task of these aides was the operation of the main language console in the language labs. These consoles are sophisticated and in several schools the aide spent more time with them than did the foreign language teachers. Usually, for long periods of time the foreign language aide had complete supervisory control of the laboratory. During such periods she was expected to administer minor discipline. Language aides often tutored students. Obviously, the more knowledge the aide had of the languages taught, the more value she was to the program.

Other departments in the schools that used tapes and/or the language lab in their instructional programs often had the aides make tapes and maintain them. Usually, the aides were responsible for ordering and processing books, tapes, slides, and records utilized in the foreign language lab. Programming the tapes and keeping them repaired were important parts of the aide's role. The foreign language lab often served as a clearinghouse for make-up tests and assignments which the aides supervised. On occasion, the aides graded objective tests.

Foreign language aides usually substituted for the teacher in their department when the latter was absent. The practice of allowing para-professionals to substitute for teachers can be a monetary savings for schools because the amount of funds needed to hire substitute teachers is decreased. Several schools have taken some of the money earmarked for substitute teachers to help pay for para-professionals. This can create a problem where para-professionals are paid lower rates than are substitute teachers. One foreign language lab aide stated, "I am paid $16 a day as an aide and receive the same pay when I substitute. If someone else, no better qualified than I, is hired to substitute, he receives $24 a day. This is unfair."

Almost all foreign language lab aides worked in schools of over 1,000 students. There are several excellent examples in the state of Oregon including Corvallis, Bend, Marshall and Wilson of Portland, North Eugene, South Eugene, and Barlow of Gresham.

Industrial Arts Aides. Five men were interviewed in this category, one at each of the following schools: Mazama Secondary School in Klamath Falls, Klamath Union, David Douglas, Reedsport, and Grants Pass high schools. Four of the men had completed high school and one had three years of college. Their ages were 41, 42, 43, 44, and 59. Their pay averaged $3.43 an hour with a range from $1.80 to $5. Four were assigned duties in industrial arts shops. One, in Grants Pass, was assigned to a vocational agriculture program. All the aides interviewed had had extensive practical experience in the fields to which they were assigned.

There is no question that the primary function of these five men was instructional in nature. They all worked under the direction of certified teachers in instructing small groups and individuals as they worked on projects

in the shops. The aides' knowledge in given areas of the industrial arts curriculum could well match or exceed that of the certified teachers they were assigned to.

All of these men substituted for teachers in their departments as the situation demanded, which cut the cost of hiring substitute teachers.

Outside of instructional assignments, the roles of each of these men varied widely. For instance, some could type and perform some clerical work; others could not. At Mazama Secondary School the aide worked with just one teacher. At Reedsport the aide shared time with two instructors. At David Douglas the aide was shared by five teachers.

Miscellaneous Instructional Aides. John Adams High School in Portland boasted a writing instruction aide. This articulate, 34-year-old Negro had taught elementary school for nine years. He was working on a master's degree while employed at Adams for four hours a day. He did not hold a secondary teaching certificate; he was considered to be a para-professional.

This aide tried to get the students to do creative writing during their time with him. He encouraged them to write poetry and together they polished it. Any student could bring in writing assignments from other classes and receive help.

He worked mostly on his own in a room with space for eight students. They were referred to him by teachers or were assigned on a remedial basis. Students could drop in of their own volition during unstructured time. They could also schedule themselves on a regular basis through their house counselors and receive credit.

Partially because Adams is a new school, the writing center there contains meager resources. The aide emphasized it was not a study hall and that all in attendance worked exclusively on their writing. He did feel that he served as an effective counselor for some of the students.

At Hood River High School a woman para-professional staffed an open science lab on an all-day basis. She held a bachelor's degree in chemistry and had 54 hours graduate work. She had previously taught secondary school chemistry and intended to return to full-time teaching. She was hired as a para-professional and paid $3.00 an hour.

She supervised the lab, although a teacher always was on duty either in the lab or in the adjoining science-math resource center. Her primary instructional duty was working individually or in small groups with students in the lab. She did a variety of duties for her department, coordinated her work closely with the classroom science teachers, and took some responsibility for the adjoining science-math resource center.

In Portland at Jefferson High School, a federal government grant of $120,000 created a unique first-class restaurant called the "TJ Room," open to the public. The self-supporting restaurant was used to prepare Jefferson

students for restaurant occupations. A 41-year-old former waitress was employed as a para-professional lab instructor in the restaurant.

She had 37 students scheduled in her lab course and trained them to greet customers and seat them, to make change, to wait tables, to write checks, to be sales oriented, to set up tables, and to bus dishes. Students received two credits for the lab work. In addition they were taught English and math by regular instructors in the restaurant proper using restaurant-oriented problem-solving techniques.

The restaurant also trained students for a variety of kitchen positions under the leadership of an executive chief who held a vocational certificate. Students were paid for work before and after school at the rate of $.90 an hour but were not paid for in-school time. As soon as they were qualified, students were placed in a regular restaurant as paid employees.

Most of the restaurant's business was from outside the school, adding realism to the operation. The prices charged to enable the restaurant to be self-supporting, unfortunately kept most of the students away.

At Washington High School in Portland, two aides were assigned to unusual positions dealing with children with learning problems. One assisted with a deaf student program and the other with Project High School. Washington High School serves the Northwest as a center for educating children of high school age with hearing deficiencies. The school employed a male instructional aide who was himself hard of hearing. This 34-year-old held a B.A. in English from Gallaudet College for the Deaf in Washington, D.C. With previous experience in schools for the deaf in Florida and Texas, he hoped to complete certification and go into teaching or vocational-rehabilitation counseling.

This aide had been on the job less than one month when interviewed; thus his role in the school was just developing. He tutored students in vocational classes like drafting, wood shop, and metal shop. He also assisted individuals with academic subjects as the need arose. Part of his assignment was to develop a distributive education program for deaf students. The development and coordination of work experience programs will be a later assignment. He viewed himself as a counselor to the deaf students.

A Title I federally sponsored program, Project High School, is operating for slow learners at Washington High School. This project was staffed by five certified teachers, one instructional aide, and one graphic artist. The instructional aide had a range of duties varying from clerical work and operating a mini-resource center to working as an instructional aide. His duties were closer to those listed in the literature for elementary school aides than were those of most other aides interviewed, which may suggest that the training for aides assigned to special education programs in secondary schools should be based on elementary instructional aides' training models.

Home economics instructional aides were found at both David Douglas High School and Jefferson High School in Portland. A major function of the home economics aide was to help individual students during project preparation. The

aides gave demonstrations in sewing and cooking, while the certificated teacher presented almost all large group teaching. The aides performed clerical tasks requested for their department. Due to the nature of the home economics curriculum with its emphasis on laboratory activities, the aides spent much of their time on maintenance and supply activities; and because of the individualized approach to student projects, the aides were expected to assist with supervisory duties.

The home economics aide at David Douglas had little formal training in home economics but was a graduate of a business college. She had taken some art courses and had been a housewife for sixteen years. She felt particularly competent in sewing activities. Background information on the Jefferson aide was not available.

Physical education aides were employed at David Douglas. Two male college students split the boys' P.E. assignment, and the girls' department had one full-time aide. Bend High School was contemplating the addition of such aides to its staff.

As physical education moves to open laboratory activities on an individual student basis in some schools, there is a constant flow of students in and out of the facility. The physical education instructor cannot be working with students in an instructional area and also supervising those students coming and going in the locker rooms at the same time. Thus the hiring of a physical education aide helped alleviate this problem.

The aides interviewed worked mostly in locker rooms. They issued various physical education equipment to students as needed. They answered the telephone and did minor clerical work. They also maintained the physical appearance of the P.E. office, storage rooms, locker rooms, and showers. They stayed with classes during the absence of instructors. They erected physical education equipment as needed. The woman, in particular, worked with students on an individual basis as time allowed.

All had some college training but not as physical education majors. One male physical education aide was an exchange college student from Costa Rica, which was an additional enrichment factor for David Douglas. In addition, this aide was a college athlete in track and had played soccer in high school. Aides were paid $1.80 an hour.

Three men were interviewed that held the position of instructional aide in driver education. Two were located at Cottage Grove High School, and the third was shared by Hood River and Wy'east high schools.

At Cottage Grove, one aide was full time. The other filled in when the first had too many students. Both had additional duties as bus drivers in the districts.

At Cottage Grove all phases of driver education, both classroom requirements and behind-the-wheel training, were handled by these men. At Hood River - Wy'east, the aide instructed only the behind-the-wheel portion of the course; a certified teacher taught the classroom portion.

At Jefferson High School in Portland a man, 23 years old, was assigned to the choral music department. He originally graduated from Jefferson and had completed two years of college. His cousin, the choral music director, was his immediate supervisor. As one of four "New Careers" trainees, he worked under a federal program called "New Careers in Education" which paid his salary. His past experience included work for the Rev. Billy Graham in public relations and as a singer. He directed an all Black forty-five-voice gospel choir that included many Jefferson High School students. This aide was considered an assistant director and worked as an instructor under the director's supervision, but also did clerical duties as the situation demanded.

The only other music instructional aide interviewed was at Milwaukie High School, a 20-year-old girl, who was a graduate of Milwaukie. She had completed one term in college and hoped to return. Her position was more clerical and less instructional than was the position at Jefferson, but she did have some supervisory duties and tutored students on an individual or small-group basis.

Only one business education aide was interviewed. She was assigned to a large typing laboratory at Gresham High School on a full-time basis and worked under two teachers. Other schools assign aides to large typing laboratories but on a part-time basis and the nature of their other duties places them in the clerical or resource center aide category. Examples of these other schools are South Eugene High and David Douglas.

In September of 1969 the business education faculty of Gresham High School wrote out the responsibilities of this particular aide. The job description is included in this study in its entirety as an example of what has been done. It should be noted that most schools have not bothered to define the responsibilities of their aides.

Responsibilities of Teacher's Aide

I. Attendance
   - A. Take roll
   - B. Sign absentee slips
   - C. Check late slips
   - D. Mark absentee sheet during the day and put on the clip by the door at the end of the day

II. Books
   - A. Be in charge of checking books out to the students and checking them back in
   - B. Remind students they still have a book out if they have not returned the book on time
   - C. Make sure all the books are at the desks at the end of the period
   - D. Keep an eye on the books between periods

III. Classroom Responsibilities

A. Remind students of class rules:
   1. Talking
   2. Chewing gum
   3. Being destructive to the typewriters, etc.

B. Walk around the room and give individual help

C. Watch for improper methods or techniques used by the students

D. Be in the typing room before school in the morning and after school in the afternoon unless other arrangements have been made with the teacher (arrive at 8:00 a.m. and depart at 4:30 p.m.)

E. Make sure students who are in the typing room before school and after school are typing; they are not to have friends wait for them in the room

F. Be in the typing room between periods--keep eye on equipment and books

G. When a student has been absent, go to him and inform him of what he has missed
   1. Encourage the student to come in after 3:30 to make the missed work
   2. Be in the room at this time to give him the help and/or the guidance he needs

H. Make arrangements with a student who has missed a test to make up the test--sometime other than his regular class period (also be in the room to give the test at the agreed time)

I. Information concerning grades will be given out by the classroom teacher ONLY

J. Permission for students to leave the room will come from the classroom teacher

IV. Clerical Responsibilities

A. When a typewriter is out of order, put its card on the wall--noting its difficulty. This includes all typewriters in the building

B. Grade papers when teacher asks
   1. Production work
   2. Time writings
   3. Tests, etc.

C. Do any typing for the typing classes and the Business Department the teacher or teachers request--as long as it is directly related to the classroom teaching

D. Duplicate work at the Business Teacher's request

E. Take minutes of all department meetings
   1. Duplicate the minutes
   2. Give copy to Dr. Werth, Mr. Parnell, and each department member

V. Miscellaneous

A. Arrange with morning and afternoon instructors to take a 15-minute break during one of the class periods

B. Attend Department meetings, orientation meetings, and teachers' meetings where matters that are directly relating to her teaching assignment are to be discussed (that this be extended to include out-of-school and beyond school hours meetings at the discretion of the Department Chairman; when invited to attend, the mileage and accommodations payments to be the same as the teachers)

C. Phone messages received during working hours will be forwarded to her. Only under extenuating circumstances will she be called to the office. Personal calls should be conducted during her break or lunch period
D. The aide should display a businesslike appearance through her grooming, speech, and work habits

At Jefferson High in Portland there is a program called "Project Freshmen." Three teachers and one instructional aide are assigned about 100 freshmen students for the three periods allotted to this project. Three large groups of students are each assigned to a project room in an unstructured class under the supervision of an instructional aide.

Students work on English and social studies with a generous mixture of art work integrated. The aides work with students individually as much as possible. They have a special reading program for both individuals and groups under the aides' direction. The aide has supervisory responsibilities for the total room. On occasion a film or filmstrip is shown. Discussion is encouraged. One of the aides made up and gave current events quizzes in her project room that counted toward a social studies grade.

At Gresham High School two women were hired to work as aides with low-ability English students under a certified teacher's direction. The idea was to break down the size of classes so that intensive individual attention would be possible.

One of the two aides held a B.A. degree and a teaching certificate. In fact, she had previously taught at Gresham High School as well as in Minnesota. Her husband was on the staff at Gresham while she worked as an aide there. She was paid $30 a day for six and a half hours, and could have taught full-time if she desired.

The second aide, hoping to complete a master's degree in the summer of 1970, also held a teaching certificate. She had never taught but intended to teach.

Most aides assigned to teaching teams concentrate their work on clerical tasks. Another common practice is to assign an aide on a part-time basis to the teaching team. In almost all cases no instructional tasks are performed by the aides.

At North Marion High School, an aide was assigned to an American heritage class which combined U.S. history and junior year English. The instructional responsibilities were similar to those listed above.

At Douglas High School in Winston, a woman para-professional was assigned to teach arts and crafts to 130 students under the supervision of an industrial arts teacher. Her instructional area was physically removed from the other industrial arts activities, so she was basically responsible for the supervision and instruction of her students. She had completed three years of nursing training.

Guidance Aides

There is a real question as to whether this category should exist. At least half of the para-professionals interviewed who were labeled "guidance aides" by their schools could rightfully be called "counseling secretaries" or "clerical aides." The author was unable to distinguish between those persons labeled "counseling" or "guidance secretaries" and those termed "guidance aides" insofar as task expectations were concerned. One woman reported: "The only reason I am listed as an aide is because of the budget. Lower salaries are paid to aides than to secretaries."

One of the major reasons that the label "guidance aides" exists is that many were hired as the result of federal projects in secondary schools which allotted funds specifically for "guidance aides."

There is one major exception in this state. At Corvallis High School there exists a true guidance aide program. Two women were employed in the guidance office under a federally funded project through Oregon State University. Both had taken course work in guidance and were enrolled as students at OSU. Both expected eventually to become counselors in public schools. The project has tried to distinguish professional guidance tasks from para-professional ones; thus, the aides had been assigned accordingly. The training program has involved teams of administrators, counselors, and aides in participating schools. They have developed comprehensive guidelines and job descriptions.

The guidance aide at Reedsport, in addition to her regular duties which were mostly clerical, was in charge of a supervised study area for disciplinary cases. At Hood River the guidance aide's position was funded by the Office of Economic Opportunity as a trainee. Most of her work was clerical.

If the Corvallis project proves successful, this category could take on new meaning and greater significance in the future. However, at this time, of the nine aides interviewed, seven could be re-classified as clerical aides.

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